

## Ladson Elementary

3321 Ladson Road  
Ladson, SC 29456

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	479 Students	
<b>Principal</b>	Reginald Bright	843-764-2224
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	873-760-2635

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	31	80	18

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Average	No
<b>2004</b>	Average	Below Average	Yes
<b>2005</b>	Below Average	Good	No
<b>2006</b>	Below Average	Unsatisfactory	Yes

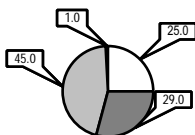
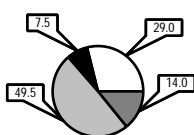
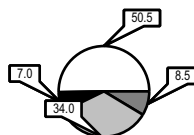
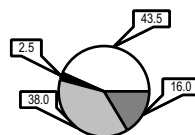
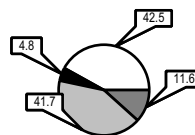
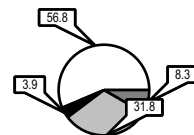
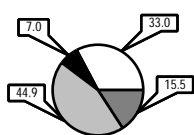
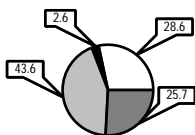
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	220	99.5	24.6	45.2	29.1	1.0	41.2	Yes	Yes
<b>Gender</b>									
Male	123	99.2	34.9	46.8	17.4	0.9	28.4	N/A	N/A
Female	97	100.0	12.2	43.3	43.3	1.1	56.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	57	100.0	17.0	43.4	37.7	1.9	54.7	Yes	Yes
African American	134	99.3	27.0	42.6	29.5	0.8	40.2	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	33.3	61.9	4.8	0.0	14.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	195	100.0	19.8	47.5	31.6	1.1	44.6	N/A	N/A
Disabled	25	96.0	63.6	27.3	9.1	0.0	13.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	220	99.5	24.6	45.2	29.1	1.0	41.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	23	100.0	42.1	57.9	0.0	0.0	5.3	I/S	I/S
Non-Limited English Proficient	197	99.5	22.8	43.9	32.2	1.1	45.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	175	99.4	24.2	43.5	31.7	0.6	42.2	Yes	Yes
Full-pay meals	45	100.0	26.3	52.6	18.4	2.6	36.8	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	220	99.5	28.6	49.7	14.1	7.5	33.7	Yes	Yes
<b>Gender</b>									
Male	123	99.2	32.1	44.0	17.4	6.4	34.9	N/A	N/A
Female	97	100.0	24.4	56.7	10.0	8.9	32.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	57	100.0	17.0	60.4	15.1	7.5	41.5	Yes	Yes
African American	134	99.3	32.0	47.5	11.5	9.0	29.5	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	42.9	38.1	19.0	0.0	33.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	195	100.0	25.4	50.8	15.3	8.5	35.0	N/A	N/A
Disabled	25	96.0	54.5	40.9	4.5	0.0	22.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	220	99.5	28.6	49.7	14.1	7.5	33.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	23	100.0	47.4	42.1	10.5	0.0	21.1	I/S	I/S
Non-Limited English Proficient	197	99.5	26.7	50.6	14.4	8.3	35.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	175	99.4	29.2	49.7	14.9	6.2	32.3	Yes	Yes
Full-pay meals	45	100.0	26.3	50.0	10.5	13.2	39.5	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	220	100.0	50.5	34.0	8.5	7.0	15.5
<b>Gender</b>							
Male	123	100.0	51.8	30.0	10.9	7.3	18.2
Female	97	100.0	48.9	38.9	5.6	6.7	12.2
<b>Racial/Ethnic Group</b>							
White	57	100.0	35.8	37.7	13.2	13.2	26.4
African American	134	100.0	54.5	34.1	6.5	4.9	11.4
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	71.4	19.0	9.5	0.0	9.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	195	100.0	45.8	37.3	9.6	7.3	16.9
Disabled	25	100.0	87.0	8.7	0.0	4.3	4.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	220	100.0	50.5	34.0	8.5	7.0	15.5
<b>English Proficiency</b>							
Limited English Proficient	23	100.0	78.9	15.8	5.3	0.0	5.3
Non-Limited English Proficient	197	100.0	47.5	35.9	8.8	7.7	16.6
<b>Socio-Economic Status</b>							
Subsidized meals	175	100.0	53.7	32.1	8.6	5.6	14.2
Full-pay meals	45	100.0	36.8	42.1	7.9	13.2	21.1

<b>Social Studies</b>							
All Students	220	100.0	43.5	38.0	16.0	2.5	18.5
<b>Gender</b>							
Male	123	100.0	48.2	36.4	12.7	2.7	15.5
Female	97	100.0	37.8	40.0	20.0	2.2	22.2
<b>Racial/Ethnic Group</b>							
White	57	100.0	26.4	43.4	26.4	3.8	30.2
African American	134	100.0	48.8	37.4	11.4	2.4	13.8
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	61.9	23.8	14.3	0.0	14.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	195	100.0	40.1	39.5	17.5	2.8	20.3
Disabled	25	100.0	69.6	26.1	4.3	0.0	4.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	220	100.0	43.5	38.0	16.0	2.5	18.5
<b>English Proficiency</b>							
Limited English Proficient	23	100.0	68.4	21.1	10.5	0.0	10.5
Non-Limited English Proficient	197	100.0	40.9	39.8	16.6	2.8	19.3
<b>Socio-Economic Status</b>							
Subsidized meals	175	100.0	42.6	39.5	16.0	1.9	17.9
Full-pay meals	45	100.0	47.4	31.6	15.8	5.3	21.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	74	100.0	25.8	41.9	29.0	3.2	32.3
	4	74	98.7	28.1	39.1	31.3	1.6	32.8
	5	78	100.0	34.2	47.9	16.4	1.4	17.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	100.0	17.4	37.7	43.5	1.4	44.9
	4	69	98.6	36.2	43.1	20.7	0.0	20.7
	5	79	100.0	22.2	54.2	22.2	1.4	23.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	74	100.0	24.2	59.7	12.9	3.2	16.1
	4	74	100.0	30.8	46.2	16.9	6.2	23.1
	5	78	100.0	45.2	43.8	8.2	2.7	11.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	100.0	21.7	55.1	20.3	2.9	23.2
	4	69	98.6	39.7	43.1	8.6	8.6	17.2
	5	79	100.0	26.4	50.0	12.5	11.1	23.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	74	100.0	56.5	38.7	3.2	1.6	4.8
	4	74	100.0	36.9	40.0	16.9	6.2	23.1
	5	78	100.0	56.2	27.4	11.0	5.5	16.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	100.0	43.5	43.5	10.1	2.9	13.0
	4	69	100.0	54.2	33.9	8.5	3.4	11.9
	5	79	100.0	54.2	25.0	6.9	13.9	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	74	100.0	29.0	59.7	9.7	1.6	11.3
	4	74	100.0	29.2	50.8	18.5	1.5	20.0
	5	78	100.0	52.1	41.1	6.8	0.0	6.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	100.0	21.7	52.2	21.7	4.3	26.1
	4	69	100.0	52.5	32.2	13.6	1.7	15.3
	5	79	100.0	56.9	29.2	12.5	1.4	13.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 479)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.9%	Down from 4.6%	3.8%	2.8%
Attendance rate	95.9%	Up from 95.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.5%	Down from 0.9%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.5%	Down from 0.9%	0.0%	0.0%
Eligible for gifted and talented	5.3%	Down from 7.7%	5.3%	10.4%
On academic plans	49.3%	N/AV	46.8%	33.6%
On academic probation	23.7%	N/AV	0.7%	1.0%
With disabilities other than speech	3.7%	Down from 4.1%	7.2%	7.5%
Older than usual for grade	2.1%	Up from 1.7%	1.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.3%	0.0%	0.0%
<b>Teachers (n= 34)</b>				
Teachers with advanced degrees	47.1%	Down from 52.9%	51.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	3.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	2.1%	0.0%
Teachers returning from previous year	87.0%	No change	85.5%	87.3%
Teacher attendance rate	95.4%	Up from 94.3%	94.6%	94.9%
Average teacher salary	\$41,385	Up 1.0%	\$41,462	\$42,485
Prof. development days/teacher	20.0 days	Down from 20.7 days	13.6 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.5	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 26.1 to 1	16.9 to 1	18.6 to 1
Prime instructional time	90.2%	Up from 88.5%	89.0%	89.7%
Dollars spent per pupil*	\$6,015	Up 17.4%	\$7,064	\$6,557
Percent of expenditures for teacher salaries*	64.5%	Down from 67.7%	62.5%	64.0%
Percent of expenditures for instruction*	67.7%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	Up from Average	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Ladson Elementary continues to be a part of the Accelerated Schools organization. Our foundational belief is that all children are gifted and that it is our responsibility to identify those strengths and teach to the specific learning styles and needs of each student. We set high expectations and provide the support for our children to stretch and reach their full potential. Our second year of using the Coherent Curriculum and MAP benchmark testing has helped us refine and develop our instruction so that we identify and support the needs of all our children in remediation, on level and in acceleration. As our cadres work together to identify strengths, best practices, resources and growth areas based on the state curriculum standards, and provide instruction that is both integrated and differentiated, we strive to continually grow as a school community based on the philosophy that what is best for the children is what we will do, whatever it takes.

This has been an exciting year as we have grown and added new programs to support our school. We have fully implemented Positive Behavior Support, a process in which our children are taught expected behaviors, self-responsibility and the respect of self and others. As our teachers use the language of PBS daily and work with their students in wise decision making and problem solving, we are seeing a great improvement in overall school behavior and attitude. Our children are enjoying the rewards of positive behaviors through our weekly incentive drawings, daily top dog students, and monthly celebrations.

We have also added Successmaker, a computer based program that identifies and supports specific student remediation as necessary. The children enjoy the computer format and are experiencing positive success in the program and in improved classroom performance. An exciting addition to come is that of another computer lab which will give us the opportunity to increase the time and technology for all the children we serve.

You, our families and community, are the foundation on which we build our school. We need your vision, your goals and dreams, and the resources you are willing to share. Join our PTA, volunteer in our classrooms, come talk to us and know that we will listen. My door is always open. Thank you for all the support you have shown during the last two years and know that I continue to be grateful for the privilege of serving you and being a part of this wonderful community.

Reginald L. Bright, Principal

Kathryn Browne, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	33	74	69
Percent satisfied with learning environment	100.0%	87.5%	94.1%
Percent satisfied with social and physical environment	100.0%	79.7%	94.1%
Percent satisfied with school-home relations	71.9%	82.2%	92.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.